

# PREDICTED GRADES POLICY

## 1 INTRODUCTION

École Jeannine Manuel (“the School”) is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is consubstantially a bilingual French school and an international school. As a French school, it is accredited and subsidized by the Ministry of Education. As an international school, it is a UNESCO “associated” school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

## 2 PHILOSOPHY

Since its founding in 1954, the vision expressed in this mission statement was inspired by Jeannine Manuel’s conviction that “The more one understands, the less one fears” and “learning a foreign language is, by itself, important; it is also a means to better understand others, to be able to think like them—it provides access to the world.” These ideas continue to shape the culture of our School and guide its approaches. One of our School’s primary goals is to foster a growth mindset so that students become confident intellectual risk-takers and view mistakes as opportunities to learn and grow.

## 3 PREDICTED GRADES

Two types of predicted grades are issued at the school.

### 3.1 International Baccalaureate predicted grades

These marks are entered by teachers in April of Year 2 of the IB Diploma Program. It is important to note that these predicted grades are used by the International Baccalaureate Organization to measure and evaluate a school’s accuracy and not the student’s level. Through regular assessment, teacher feedback, report cards, *Bacs Blancs*, *bilans intermédiaires* and ad hoc meetings with the Head of the IB, Homeroom teachers and Deputy Head, students and families should have a very good sense of the level at which a student is performing. Releasing this predicted grade to students and families so close to the examination session can have a damaging effect, as it can be internalized by the student as a crystallization of their level. This goes directly against the School’s philosophy of growth mindset, whereby it is always possible to progress, do better and wherein errors are an opportunity for growth. At a student’s request, these predicted grades can be communicated as soon as the IBDP final examinations are complete.

### 3.2 University predicted grades

These marks are submitted to universities by the college counselling office. Universities study these predicted grades along with the personalized recommendations in order to make

conditional admission offers to the students. The predicted grade submitted is accurate and realistic based on the range of universities the student is applying to. Releasing this predicted grade to students and families can have a damaging effect, as it can create a false sense of security in students and send the message that this number is fixed. Conversely, a predicted grade may put the student under undue pressure to perform. Through regular assessment, teacher feedback, report cards, *Bacs Blancs*, *bilans intermédiaires*, ad hoc meetings with the Head of the IB, Homeroom teachers and Deputy Head, as well as frank and candid conversations with the university advisors, students and families have a very good picture of the range of schools they are likely to gain an offer from.

## 4 CONCLUSION

The School is committed to fostering a culture of care, trust, collaboration and growth. One of the School's main goals is to prepare students for the next steps in their academic and professional journeys. The partnerships, relationships and trust between the School and the IBO and universities, built over the past decades, through accurate, precise and data-backed predictions has forged the path and continues to create opportunities for our students. Creating a culture of transparency and mutual trust, in which the School's aims and goals are aligned with those of students and families is of paramount importance. The School works with students to fortify their growth mindset and their understanding that they are life-long learners who can always strive to progress, improve and grow.

## POLICY REVIEW

This policy will be reviewed annually by the Board of Trustees and the Head of School after consultation with the DP senior leadership team, teachers, parents and students.

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